DOCUMENT RESUME

ED 331 014 CS 010 532

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TITLE Diagnostic Teaching of Reading: Techniques for Instruction and Assessment.
REPORT NO ISBN-0-675-20615-4
PUB DATE 88
NOTE 289p.
AVAILABLE FROM Macmillan Publishing Company, 100 Front St., Riverside, NJ 08075 ($32.00 plus sales tax for state of residence).
PUB TYPE Books (010) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Diagnostic Teaching; Elementary Secondary Education; Higher Education; *Reading Diagnosis; Reading Difficulties; *Reading Instruction; Reading Strategies; Teacher Education; Teacher Effectiveness
IDENTIFIERS Reading Management

ABSTRACT

Intended for teachers, this book provides a tool for teachers to understand the various instructional framework underlying diagnostic teaching techniques. It promotes the idea that teachers can make sophisticated diagnostic judgments and identify appropriate instructional techniques. The book can be used in a reading practicum and in reading clinic experiences. It can also supplement coursework in diagnosis and remediation of reading difficulties. It can be a useful reference for school psychologists, learning specialists, and remedial reading teachers. Chapter 1, What is Diagnostic Teaching?, presents the decision-making process of diagnostic teaching and presents some common initial diagnostic decisions. Chapter 2, The Reading Event, describes the influences on diagnostic decision. Chapter 3, Roles of Diagnostic Teaching, presents strategies for effective diagnostic teaching and chapter 4, The Diagnostic Teaching Session: An Overview, develops a framework for a diagnostic teaching session. Chapter 5, Selecting Techniques, classifies the diagnostic teaching techniques using several methods. Chapter 6, The Instructional Techniques, presents a simple description and procedures for 50 techniques and an explanation of when that approach is most effective in teaching reading. Chapter 7, Gathering Diagnostic Data, explains how to gather diagnostic data, while chapter 8, Formulating Diagnostic Hypotheses, shows how to formulate hypotheses using the collected data. Chapter 9, Assessment Using Diagnostic Lessons, provides the procedures for using teaching as a method of reading evaluation. (MG)

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